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Montana Migrant Children Education Program

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Evaluation Report

1983

Submitted by: S. Jaime Arredondo
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FOREWARD

Today more than ever before in our history, young people need a complete and comprehensive education in order to succeed and progress in our society. Despite this critical need, children of migrant worker families have extreme difficulty in acquiring appropriate educational opportunities, which contributes to a substantial loss of human resources, lifetime earnings, and a higher quality of life.

Through the Montana Migrant Child Educational Program, positive educational results are possible through the summer program which is comprised of a curriculum with well-balanced and carefully selected educational activities for these children.

Efforts should continue toward a national credit exchange program in secondary schools, which would foster greater participation of migrant children in the continuation of their education.

This important segment of our society needs our continued perseverance and dedication to deliver the ways and means for the acquisition of a sound education for a secure future.

William K. Poston, Jr.
Superintendent of Schools
School District No. 2
Billings, Montana

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INTRODUCTION

Every year a unique group of children moves from place to place and enrolls in ome or more different school districts. They may stay in a particular community for several months or for as little as a day or two. There are thousands of these children in our nation. Like other children they deserve the opportunity to learn in school, yet the total amount of time they spend in the classroom is often far less than the national average. Who are these children? They are the sons and daughters of migratory agricultural workers or fishers and their parents must continually seek temporary or seasonal employment in agriculture, fishing or related industries.

Since migrant families must move to find work, their children often miss out on a continuous learning process which is so necessary for their educational and social growth. The special academic needs created by this lack of continuity may be further complicated by health and social problems which sometimes result from frequent mobility. All of these factors can have a direct bearing on the children's achievement in school.

Because the particular needs of migrant children are not always met by the regular school system, a migrant education program is federally funded under the Elementary and Secondary Education Act. The program operates throughout the United States and its territories, providing instructional and supportive services for migrant children in an effort to help minimize their educational difficulties. All services available through migrant education are designed to supplement existing school programs.

Every effort is made to ensure program continuity throughout the nation. In this way, no matter where a migrant child moves, his or her learning experience will be much more than just a patchwork of different classrooms and faces. A major factor in program continuity is the Migrant Student Record Transfer System (MSRTS).

MSRTS is a telecommunication system which transmits academic and health data on every enrolled migrant student. Throughout this system, a student's new school can obtain information which will aid in placing the student at the appropriate instructional level.

Another means of promoting program continuity is through interstate cooperation. Since migrant education is a national program, all of the states and territories participate in a variety of cooperative activities, including regional and national workshops, exchange of personnel and resources and information-sharing through newsletters and brochures. These activities are undertaken in an effort to provide a uniform educational process for each migrant child, regardless of the number of schools attended.

Migrant educators throughout the country are committed to the challenge of helping migrant children achieve a stronger and brighter future. The migrant education program is designed to provide equal educational opportunities for these children so that they may better understand their self-worth and develop their abilities to the fullest. Through the combined dedication of the program, schools, supportive agencies, parents and the community, the "children of the road" are offered more alternatives and a greater chance for success as they become adults and contributing citizens of our nation.

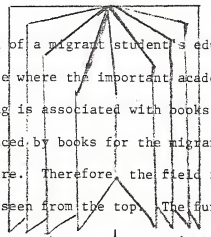
SYMBOLISM OF THE LOGO

BACKGROUND

The logo for migrant education was introduced at the 1974 National Conference on Migrant Education. The migrant education logo, which appears on the cover of this report was designed using symbols for the various aspects of a migrant student's life and education.

A FIELD

Migrant students are generally well acquainted with land containing rows of crops stretching toward the horizon. The converging lines at the bottom of the migrant education logo represent those fields. Therefore, those lines are also symbols for that portion of a migrant student's life and education associated with the productivity and the hard labor of farm work. In the color version of the logo, the field is green.

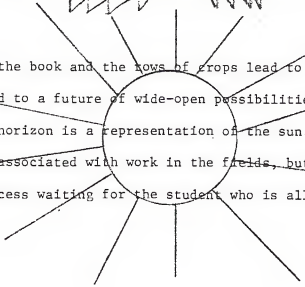


A BOOK

Although a great deal of a migrant student's education takes place in the field, the classroom is the place where the important academic learning originates. Most of that classroom learning is associated with books. In other words, the fields must at sometime be replaced by books for the migrant student to prepare most successfully for the future. Therefore, the field in the logo also represents a partially opened book, seen from the top. The furrows are the pages of the book.

THE SUN

The pages of the book and the rows of crops lead to a blank horizon, as study and hard work lead to a future of wide-open possibilities. The yellow half circle above the horizon is a representation of the sun. The sun represents not only the hot sun associated with work in the fields, but also the bright light of knowledge and success waiting for the student who is allowed to earn an education.



NATIONAL GOALS FOR MIGRANT EDUCATION

Goals for the National Migrant Education Program are based on legislative mandates to establish or improve supplemental programs of instructional and supportive service for the children of migratory workers in agriculture and fishing. The mobility of migratory children requires agreement among states in the development of comprehensive national goals. Each state is responsible for developing a state plan for migrant education which reflects the national program goals in order to assure educational continuity through coordination of programs and projects among the states. Local project objectives provide a base for project activities which fulfill state objectives and national goals.

The national goals for migrant education are to be used to assist the states in the development of their individual plans for migrant education and in keeping with requirements of the migrant program regulations. The national program goals are extremely important in assuring educational continuity and coordination. Individual state situations (grant size, state needs, assessment, etc.) will be the determining factor as to the degree of implementation, priority and emphasis to be placed on the goals.

The national goals as outlined below address specific regulation requirements for:

- Specifically-designed curricular programs in academic disciplines based upon migrant children's assessed needs. (116d.31(4)
- Success-oriented academic programs, career options and counseling activities and vocational skill training that encourage migrant children's retention in school and contribute to success in later life. (116d.31(4)
- Communication skills programs which reflect migrant childrens linguisitic and cultural backgrounds. (1164.31(3)
- Supportive services that foster physical and mental wellbeing, when necessary for migrant children's successful participation in the basic instructional programs, including dental, medical, nutritional, and psychological services. (116d.38)

- Programs developed through interagency coordination at the federal, state, and local levels. (1164.39(e)

- A component for meaningful migrant parent involvement in the education of their children and in which the cooperative efforts of parents and educators will be directed toward the improvement of the migrant children's academic and social skills. (116d.31(6)

- Staff development opportunities that increase staff competencies in the cognitive, psychomotor and affective domains. (116d.31(4)

- A component to properly identify and enroll all eligible migrant children. (116d.12) (116d.37) (116d.35)(c)

- Preschool and kindergarten programs designed to meet migrant children's developmental needs and prepare the children for future success. (116d.31(a)

- Development, evaluation, and dissemination of information designed to increase knowledge of:

    A. program intent,

    B. intra- and interstate program development,

    C. contribution of migrants to the community, and,

    D. total effect of the program. (116d.31(9)

- The assurance that sequence and continuity will be an inherent part of the migrant child's total education program through:

    A. the development of a system which should facilitate the exchange of methods, concepts and materials; and

    B. the effective use of the MSRTS component for inter- and intrastate communication in the exchange of student records. (116d.31(7)

Adopted: May 1979

STATE OF MONTANA--PROGRAM DESCRIPTION

The MCEP is under the general jurisdiction of the ESEA Title I Supervisor in the Office of the Superintendent of Public Instruction, Helena, Montana. The operation and daily administration of the MCEP are contracted to School District #2, Billings, Montana.

Six sites stretching from Fromberg to Fairview, Montana, a distance of some 400 miles are involved in the program. Actual project sites are located at Fromberg, Billings, Hardin, Hysham, Glendive, and Fairview.

The MCEP programs serves the children of migrant families who are employed in the sugar beet industry of Montana. Most of the children come from a Texas location; a few come from California, Oregon, Idaho, Florida, Kansas, Wyoming, and Washington.

TABLE 1

MONTANA MIGRANT CHILDREN'S EDUCATION PROGRAM
ENROLLMENT DATA: 1983

PROJECT	LEVEL				
ELEMENTARY	Preschool	Kindergarten	Elementary	Secondary	TOTAL
Billings	31	9	53	98	191
Fairview	60	12	110	91*	273
Fromberg	40	4	68		112
Glendive	43	5	76	67*	191
Hardin	32	5	39		76
Hysham	40	5	55	30*	130
TOTAL	246	40	401	286	973

* No Secondary Program available to serve these students.

MIGRANT CHILDRENS EDUCATION PROGRAM

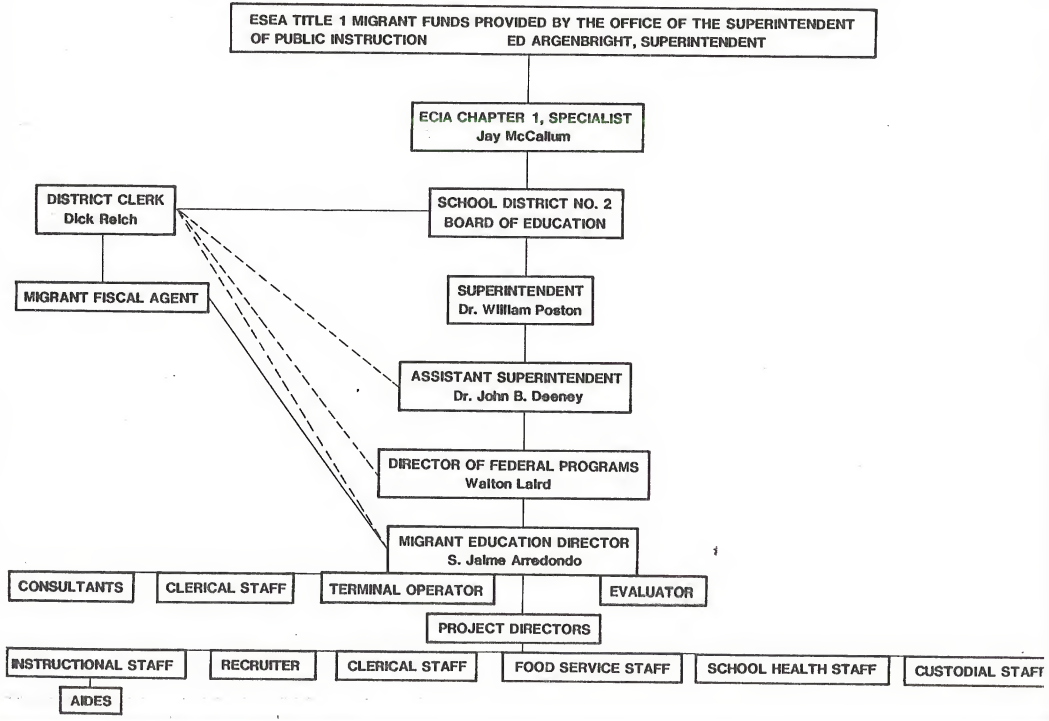


TABLE 3

ENROLLMENT AND BUDGETING

PROJECT	TOTAL ENROLLMENT	STUDENT AGES		SITE BUDGET
		0-12	13-21	
Billings Elementary	93	93	0	$60,300
Billings Secondary	98	0	98	55,988
Fairview	273	182	*91	100,745
Fromberg	112	112	0	61,480
Glendive	191	125	*66	61,661
Hardin	76	76	0	45,297
Hysham	130	100	*30	68,302
TOTALS	973	688	285	453,773
Central Administration				142,343
GRAND TOTALS	973	688	285	$596,116

*Secondary Schools were not available for these students.

PLEASE NOTE: The data in this table is based upon Budgeted funds only. The actual amounts expended will be available late in September, too late for this report. (rl)

EVALUATION DESIGN AND PROCEDURE

The evaluation procedure of the Montana Migrant Childrens Education Program was planned and developed by Robert Lamberson, Teacher, Billings Public Schools; and Roland Flynn, former Elementary Curriculum Consultant; Billings Public Schools.

Since on site visitations by the evaluators were curtailed in 1983, (due to a cutback in funding), data gathering instruments were designed and distributed to each project site by the evaluation team. These instruments, in questionnaire form, focused on gathering the empirical data necessary for this report.

The statistical analysis of the pre and post test scores in mathematics and reading and the summarization of the questionnaire from migrant parents, secondary students, project directors, instructional and support staff were compiled and recorded by the evaluators.

READING INSTRUCTIONAL PROGRAM

The Lippincott Reading Series K-6 continues as the basic reading series in the 1983 summer Migrant Education School Program.

One exception is the Fromberg School site which continues to use the Telar (Teaching Essential Language and Reading) - Edits program. This program started as a "pilot" program several years ago and met with great teacher and student success. The rapid analysis of both individual and class needs in reading remains an attractive feature of this program. The teachers involved in Telar support its use even though the emphasis on individualization of instruction necessitates increased teacher load. The 'student progress chart' makes the program highly visible and generates great competitiveness among students as well as with themselves.

Lippincott remains the basic program for the remaining sites. This program is supportive of and compatible with migrant children's home based Texas schools as indicated in a 1981 survey of curriculum materials among sending schools.

A survey completed in 1975-76 and another in 1980-81 indicate little change in curriculum for these years. It was from the 1975-76 survey that the present Montana curriculum was adapted. This survey was conducted so that Montana schools would not find themselves at cross purposes and in conflict with the sending schools. The adapted series in Math and Reading are as supportive to the Texas curriculum today as they were in 1975-76.

TABLE 4

COMPARISON OF RAW READING TEST SCORES: 1982-1983

ITEM	Testing Instrument													
	Readiness Test		ABC Primer		Test E		Test F		Test G		Test H		Test I	
	1982	1983	1982	1983	1982	1983	1982	1983	1982	1983	1982	1983	1982	1983
Mean Pretest	53	60	33	41	43	43			89	97	67	139	69	69.5
Mean Post-test	82	78	41	48	51	50			98	103	76	144	71	73.0
Gain+ or loss-	+29	+19	+8	+7	+8	+7			+9	+6	+9	+5	+2	+3.5
Possible Score	105		66		65				117		105		88	
Number tested	53	113	92	90	82	58			15	22	5	2	8	2
Average Age	7.0	5.9	8.0	7.7	9.8	9.6			10.2	10.5	11.2	10.5	11.0	11.8

TABLE 5

RAW READING TEST SCORES FOR ALL SITES
1983

ITEM	Test Instrument							
	Readiness Test	ABC Primer	Test E	Test F*	Test G	Test H	Test I	Telar
Mean Pretest	59.13	41.12	43.24		96.98	139	69.5	18.7
Mean Post-test	77.85	48.14	49.78		103.35	144	73.0	30.1
Gain + or loss -	+18.85	+ 6.92	+6.54		+6.43	+5	+3.5	+11.4
Possible score	105	66	65		117	105	88	41
Number tested	113	90	58		22	2	2	16
Average Age	5.9	7.78	9.72		10.55	10.5	11.8	6.4

*Level F is a review level. Some teachers prefer to advance to Level G.

TABLE 6

RAW READING TEST SCORES FOR HARDIN

	Testing Instrument						
	Readiness Test	ABC Primer	Test E	Test F	Test G	Test H	Test I
Mean Pretest	28.3	46.7	47.2				69.5
Mean Post test	47.5	52.6	47.4				73.0
Gain + or Loss -	+19.2	+5.9	+.20				+3.5
Possible Score	105.	66.	65.				88
Number tested	6	7	5				2
Average age	4.8	7.3	10.4				11.8

TABLE 7

RAW READING TEST SCORES FOR GLENDIVE

ITEM	Testing Instrument						
	Readiness Test	ABC Primer	TEST E	TEST F	TEST G	TEST H	TEST I
Mean Pretest	*	41.9	39.8		96.2		
Mean Post test		46.6	51.6		101.3		
Gain + or loss -		+4.7	+11.8		+5.1		
Possible score		66	65	173	117		
Number tested		38	14		6		
Average age		8.3	10.1		11.5		

*All 5 year olds were placed in BCEP Reading Program

TABLE 8

RAW READING TEST SCORES FOR HYSHAM

ITEM	Testing Instrument						
	Readiness Test	ABC Primer	Test E	Test F	Test G	Test H	Test I
Mean Pretest	52	36.0	41.9		94.5	139	
Mean Post test	87.8	42.0	48.9		101.5	144	
Gain + or loss -	+35.8	+6.0	+7.0		+7.0	+5	
Possible score	105	66	65	173	117		
Number tested	5	16	14		2	2	
Average age-	6.2	7.3	9.3		10.0	10.5	

TABLE 9

RAW READING TEST SCORES FOR BILLINGS ELEMENTARY

ITEM	Testing Instrument						
	Readiness Test	ABC Primer	Test E	Test F	Test G	Test H	Test I
Mean Pretest	92.3	44.0	43.7		95.6		
Mean Post test	100.1	52.6	48.5		104.0		
Gain + or loss -	+7.8	+8.6	+4.8		+8.4		
Possible Score	105	66	65	173	117	105	
Number tested	5	9	12		7		
Average age	6.3	8.5	9.2		10.2		

TABLE 10

RAW READING TEST SCORES FOR FAIRVIEW

ITEM	Testing Instrument						
	Readiness Test	ABC Primer	Test E	Test F	Test G	Test H	Test I
Mean Pretest	63.9	37	43.6		101.6		
Mean Post test	76.0	46.9	52.5		106.6		
Gain + or loss -	+12.1	+9.9	+8.9		5.0		
Possible Score	105	66	65	173	117	105	
Number tested	13	27	13		7		
Average age	6.3	7.5	9.6		10.5		

TABLE 11

TELAR READING PROGRAM SUMMARY: FROMBERG ELEMENTARY

ITEM	Reading Levels			
	K	1	2	A
Reading objectives		*		
Start of term	18.7		27.4	23.2
End of term	30.1		36.2	29.7
Gain + or loss -	+11.4		+8.8	+6.5
Possible Score	141			
Number tested	16		14	19
Average age	6.4		8.6	10.9

* All 5 and 6 year old students were placed at the K reading level.

MATH - "IMP" PROGRAM

Most teachers and students alike continue to support the Individualized Math Program - IMPS.

As in the past, a growing number of students continue to select Edits Math as their favorite school subject, mostly because of its individualized rather than "herd presentation". The organization, procedure and format are well suited to the Montana Migrant Children's Program. The breakdown of skills (stated objectives in clear and concise language) is not only helpful to children but clarifies the objective for the teacher who might not be acquainted with the objectives of that particular grade.

Teachers learn to enjoy not necessarily the program as presented but learn to enjoy the insights that children gain and the growth they attain through this program.

Reinforcing math skills with other materials is laudable but the teacher and the administrator must understand the adapted program itself and not embark on a program of her own choice either in Math or other curriculum areas.

TABLE 12

MATH OBJECTIVES SUMMARY
FOR ALL SITES

	MATH LEVELS				
	K	1	2	A	B
MATH OBJECTIVES:					
Start of term	12	18.8	25	33.7	37.2
End of term	16.6	24.8	31.17	40.3	42.5
Difference	+4.6	+6.0	+6.17	+6.7	+5.3
Possible Score	18	36	41	49	69
Number tested	59	106	111	149	64
Average age	6.1	6.7	8.2	10.1	11.0

TABLE 13

MATH OBJECTIVES SUMMARY FOR HYSHAM ELEMENTARY

ITEM	MATH LEVELS				
	K	1	2	A	B
MATH OBJECTIVES:					
Start of term	12	19	32	37	39
End of term	18	27	38	43	44
Gain	+6	+8	+6	+6	+5
Possible Score	18	36	41	49	69
Number Tested	13	21	27	13	10
Average Age	6.0	6.7	9.1	10.0	10.2

TABLE 14

MATH OBJECTIVES FOR FROMBERG

ITEM	Math Levels				
	K	1	2	A	B
Math Objectives:					
Start of term	13	15	30	33	39
End of term	18	21	38	38	45
Gain	+5	+6	+8	+5	+6
Possible Score	18	36	41	49	69
Number tested	16	15	13	31	10
Average Age	6.4	6.4	8.2	10.4	11.2

TABLE 15

MATH OBJECTIVES SUMMARY FOR GLENDIVE ELEMENTARY

ITEM	Math Levels				
	K	1	2	A	B
Math Objectives:					
Start of Term		21	29	38	41
End of Term		31	34	43	45
Gain		+10	+5	+5	+4
Possible Score		36	41	49	69
Number Tested		19	33	35	13
Average Age		6.0	8.6	10.7	11.2

TABLE 16

MATH OBJECTIVES SUMMARY FOR FAIRVIEW ELEMENTARY

ITEM	Math Levels				
	K	1	2	A	B
Math Objectives:					
Start of Term	12	24	24	36	40
End of Term	15	29	32	43	45
Gain	+3	+5	+8	+7	+5
Possible Score	18	46	41	49	69
Number Tested	14	38	23	36	15
Average Age	6.1	7.2	8.0	10.0	10.5

TABLE 17

MATH OBJECTIVES SUMMARY FOR HARDIN ELEMENTARY

ITEM	Math Levels				
	K	1	2	A	B
Math Objectives:					
Start of Term	8	18	8	28	34
End of Term	13	21	11	34	43
Possible Score	18	36	41	49	69
Number Tested	3	4	1	9	6
Average Age	5.7	6.5	7.0	9.2	11.7

TABLE 18

MATH OBJECTIVES SUMMARY FOR BILLINGS ELEMENTARY

ITEM	Math Levels				
	K	1	2	A	B
Math Objectives:					
Start of Term	15	16	27	30	30
End of Term	19	20	34	41	33
Gain	+4	+4	+7	+11	+3
Possible Score	18	36	41	49	69
Number Tested	13	9	14	25	10
Average Age	6.4	6.7	8.4	10.1	11.0

ORAL LANGUAGE

In the Migrant elementary school program, the communication skills are of paramount importance. The verbal society we live in requires that each citizen must in order to communicate and achieve even a minimal degree of success, be reasonably competent in communicating with others in spoken and written language. The Distar program does provide children with the opportunities for developing their speaking and listening skill; and move to use these strategies with five through nine year olds. Primary teachers and/or aides who speak Spanish or English fluently and use the Distar Language approach do provide an excellent experience for pupils in the following areas: vocabulary building, concept formation and practice in speaking in complete and correct sentences.

A major premise of Distar Language is that children must understand the language of instruction. The children's social language may be fully adequate for their lives outside the classroom, but if they do not understand the meaning of the language of the teacher and the classroom, encountered in textbooks, they are likely to fail in school.

For example, when the teacher tells the children to "go to the next line," she assumes that they understand the meaning of next. When she tells them to do their reading worksheet after they complete their math worksheet, she assumes that the children understand after. The teacher uses prepositions, comparatives, and verbs. In every case, the message the children receive is clouded if they don't have a precise understanding of the teacher's instructional words.

Distar Language is designed to teach the language of instruction.

1. It is based on analysis of skills and concepts the child must understand to follow the variety of basic instructions presented in workbooks and in

demonstrations given by the teacher.

2. It provides careful demonstrations of the meaning of each concept presented.

3. It provides ample statement-repetition tasks, which are needed if the child is to become facile in using the language of instruction.

4. It consists of carefully programmed sequences of tasks, grouped into daily lessons, which provide thirty-minute-a-day units of instruction.

5. During each lesson it teaches specific language skills and provides practice for skills recently taught.

6. It contains teacher directions for the clear and unambiguous presentation of each concept.

7. It provides for the continuous review of all concepts and statements that are taught.

8. It provides for the application of concepts taught to problem solving situations.

9. The directions specify what the teacher does and says. They also indicate such behaviors as pointing and touching, signaling the group to respond, and what to do to correct specific mistakes.

All children who are beginning instruction in kindergarten or first grade can benefit from Distar Language instruction. Even high-performing five-and six-year-old children frequently don't understand classification, the concept of "if--then," and other specific concepts taught by Language I. In time these children will probably pick up these language concepts--at home and through schoolwork assignments that expose them to the basic language conventions --although some may be slow to do so.

Many lower-performing children, however, will not pick up these language conventions. By the time they reach fourth grade, they may not know the months of the year. They won't be able to repeat sentences accurately. They won't understand the meaning of many words used by teachers and textbook explanations.

Even if they can decode written material, they will have trouble comprehending what they read. These are the children who urgently need careful language instruction if they are to be given a chance to succeed in academic subjects.

Distar Language has been successfully used with these types of children:

1. Four-, five-, and six-year-old children who have less than adequate language skills for their age.

2. Children for whom English is a second language.

3. Any primary-age children who are experiencing difficulty in their schoolwork.

4. Children in speech and language correction groups.

5. Children between seven and nine years old who have been diagnosed as educable mentally retarded.

The program is also appropriate for three- to five-year old preschool children. It will help accelerate their mental development and academic growth.

TABLE 19

PERCENT OF STUDENTS ENROLLED IN CORE SUBJECTS

	1980	1981	1982	1983
*Civics	1	2	3	0
History	4	16	23	32
Math	13	28	64	39
Science	2	11	56	23
English	28	46	68	66
**Junior High				24%

* Civics was dropped in 1983.

** Junior High was added as a separate self contained class in 1983.

SUPPLEMENTAL MEASUREMENT AND EVALUATION RESULTS
BASED UPON
QUESTIONNAIRE SURVEYS AND TEST RESULTS
FROM THE PROJECT SITES

PARENTAL EVALUATION

An attempt was made to obtain subjective evaluations of the Migrant Children's Education Program from a parent of every child in the program. Evaluation survey forms were distributed to parents and collected by the recruiters. A total of 136 forms were returned. The parental evaluations as indicated on the survey forms are overwhelmingly positive. Ninety-nine percent of the respondents felt that their children like the Montana schools, and ninety-eight percent felt that their children were learning at the school. Thirty-eight percent of the parents felt that the Montana schools are better than other migrant schools that their children have attended, whereas, only two percent of the parents indicated that the Montana migrant schools were not as good as other schools previously attended.

The results from the ten items on the questionnaire are returns from all sites and are summarized below:

1. How many children do you have enrolled in the Montana Migrant Program?

Number of Children Enrolled	Number of Families Reporting
1	30
2	46
3	29
4	14
5	7
6	5
7	1
8	2
9	0
10	0
11	0
12	1

2. How many summers have you had children enrolled in the Montana migrant school?

Number of Summers	Number of Families Reporting
1	37
2	28
3	16
4	13
5	9
6	3
7	5
8	4
9	2
10	5
11	1
12	2
13	0
14	3
15	1
16	0

3. Have you visited the school that your child attends?

Yes---105 No---31 No response---0

4. If you visited, did you feel welcome there?

Yes---104 No---12 No response---20

5. Have people from the school visited your home?

Yes---99 No---36 No response---1

6. Do (does) your child (children) seem to like the Montana Migrant School?

Yes---128 No---1 No response---7

7. Do you feel that your children are learning at the Montana Migrant School?

Yes---124 No---2 No response---10

8. Would you like to see some other subject taught in the school?

Yes---13 (Secondary) No---4

Yes---15 (Elementary) No---22

No response---82

Additional subjects requested for elementary:

More reading and English - 6

Spelling, should be taught - 3

Spanish - 1

Music - 1

Additional subjects requested for secondary:

Driver's Education

Auto Mechanics - 2

Math - 2

Computers - 3

Spanish -

Swimming

9. How does the Montana Migrant School compare with other schools your child (children) attends (attend)?

Better---47

About the same---71

Not as good---3

No response---15

10. What changes would you like to see in the Montana schools?

Elementary

Better bus service - 3

Better meals

STUDENT EVALUATION RESULTS
BILLINGS SECONDARY - 1983

Number of replies - 33

Male - 19

Female - 14

1. Were you enrolled in the program last year?

   Yes - 21

   No - 12

2. Classes attended:

   History - 18

   Math - 22

   Science - 13

   English - 37

   Arts and Crafts - 36

   *Career Education

      7th and 8th Grade Class - 18

*Career Education was incorporated into each subject area in 1983.

3. Do you think the program has helped you?

   Yes - 30

   No - 3

4. What changes would you like to see in the program?

   Comments-

      More electives - 12

      More activities - 3

      Woodshop - 3

      Swimming - 3

      Saturday School - 2

STUDENT SURVEY - SECONDARY 1983

The following information was gathered by the guidance counselors and recruiters of all enrolled secondary students. Homebase school districts and homebase states represented are as follows:

TABLE 20

Homebase School District: TEXAS

Alamo - 1
Crystal City - 10
Dallas - 13
Donna - 12
Eagle Pass - 2
Herford - 3
La Mesa - 4
Levelland - 4
San Antonio - 1

Hartford, Michigan - 3
Immoklee, Florida - 1
Laurel, Montana - 1
Moses Lake, Washington - 3
Nyssa, Oregon - 2
Ontario, Oregon - 3
Peoria, Arizona - 3
Toppenish, Washington - 12

Homebase State:

Arizona - 3
California - 7
Florida - 1
Michigan - 3
Montana - 2
Oregon - 5
Texas - 61
Washington - 15

1. Did you attend this summer school in order to receive credit from your homebase school or strictly for practice or review?

Response - 28 (Credit)

Response - 14 (Review)

Response - 11 (Practice)

Response - 3 (GED)

CERTIFIED STAFF EVALUATION SUMMARY

Number of repliers to Certified Staff questionnaire: 40

Composite results of the subjective evaluation questionnaire replies from certified staff in the seven Montana project sites.

1. Do you feel that the length of this years program was adequate?

   Yes---30

   No---10

   No response---0

   COMMENTS:

   --I would like to do more for the children (6)

   --Extend the program one more week (2)

   --Begin the program one week earlier

   --No school on Saturdays was great!

   --To get more instructional time in, we should work Saturdays (2)

2. Should the curriculum be restructured to allow more time for electives? (P.E., Art, Music)

   Yes---15

   No---20

   No response---5

   COMMENTS:

   --Reinstate P.E., art and music as before (8)

   --When there were specialists (P.E., art, music) the time slots were adequate (6)

   --The children should be allowed to take part in swimming and music (6)

   --Rehire a music teacher for the music program

3. Did you have adequate supplies and/or materials this year?

   Yes---26

   No---12

   No response---2

COMMENTS:

--Art supplies were not adequate (6)

--Most of the toys and teaching materials need to be replaced.

--Basic needs were in short supply (erasers, pencils, etc.) (3)

--I have not received the supplies I ordered

4. Should there be more, less, or about the same support staff personnel?

More---26

Less---1

About the same---11

No response---2

COMMENTS:

--Restore Record Transfer Clerk (3)

--We should have Bilingual aides

--Depending on class size; the ratio should be ten students to one teacher and one aide (4)

--Instructional aides are a definite need (6)

--A good music and creative person should be on our staff (7)

5. Should the curriculum be restructured to allow more time for the basics? (Reading, Math, Science)

Yes---3

No---34

No response---3

COMMENTS:

--Enough time is given to the basics (10)

--The school day should be lengthened to allow more teaching time.

6. Are the services of the Project Director and the Migrant Office in Billings adequate to promote effective teaching?

Yes---36

No---0

No response---4

COMMENTS:

--The support of the Director and people in Billings is excellent! (5)

--We don't seem to have much interaction with them.

7. What changes, if any, would benefit your program?

COMMENTS:

--Reduce the paperwork--it is beginning to interfere with effective teaching.

--Longer program

--Keep the P.E. and music specialists (6)

--Allow swimming (5)

--We need a full time nurse (2)

--Instructional aides needed for each teacher (2)

--A music teacher would be most beneficial to the program (5)

--Allow the cooks to fix what they feel the students will eat (4)

--New reading books; the old ones are out of date (2)

--More field trips

--Medical care could be improved

--More pay for the aides.

8. Should there be more, less or about the same inservice meetings and workshops?

More---24

Less---4

About the same---7

No response---5

COMMENTS:

--New personnel would benefit from meetings and workshops (4)

--Workshops should be held at individual project sites (3)

--Workshops for all aides

9. Would you like more, less or about the same number of students in your class?

More---24

Less---4

About the same---7

No response---5

COMMENTS:

--None

10. Would you consider teaching for the Migrant Program next year?

Yes---36

No---1

No response---3

COMMENTS:

--Enjoyed the program very much (18)

SUPPORT STAFF EVALUATION SUMMARY

Number of repliers to support staff questionnaire: 84

Composite results of the subjective questionnaire replies from certified staff in the seven Montana project sites.

1. How would you best describe your position?

   Important---58

   Necessary---28

   Not necessary---0

2. Do you have adequate supplies and/or equipment for your position?

   Yes---66

   No---15

   No response---3

   COMMENTS:

   --Supplies were adequate (7)

   --Things that were ordered did not arrive

   --Use more cribs and high chairs (3)

3. What changes, if any, would you like to see in your position next year?

   COMMENTS:

   --Increase wages (7)

   --More Aides (5)

   --Supplies delivered on time (3)

   --Let us handle the menu and food (8)

   --Get food kids will eat (6)

   --Fewer forms, less duplication

   --Paychecks never on time

4. Are you working hours and/or schedule satisfactory?

Yes---66

No---1

No response---17

COMMENTS:

--Prefer to work 5 days each week instead of six (3)

--Enjoyed not riding the bus this year (2)

--Nurses hours should be the same as students

5. Would you like to see more, less or about the same number of preservice workshops?

More---35

Less---15

About the same---8

No response---26

COMMENTS:

--Workshops should be held closer to the opening of school

--Need better workshops, especially for new personnel

--Better prepared manuals

6. In your opinion, what improvements would you like to see next year?

COMMENTS:

--Cooks should make as much as janitors (2)

--Children need showers (4)

--Health records should be received sooner (2)

--Too many children (3-4-5-year olds) in one room

--Better pay (3)

--Full time nurse (8)

7. Please comment on the changes this year that affected your area of responsibility.

COMMENTS:

--Should be more electives (3)

--Food not as good as last year (11)

--Children did not like the food (8)

--Let's go back to the old food program (4)

--Too much wasted food (3)

--Day care supervisor needs job description

--Clear lines of communication between supervisor and staff.

--Let the cooks run the food. Someone doesn't understand menu and kids (3)

--Over supply some things--under supply others

--Need better relations between staff

PROJECT DIRECTORS EVALUATION SUMMARY

Number of repliers to Project Directors questionnaire: 7

Composite results of the subjective questionnaire replies from project directors in the seven Montana project sites.

1. Was the duration of your project adequate?

   Yes---6

   No---1

   COMMENTS:

   --Project should run 30 days and end on July 4th

   --Project length is adequate (3)

2. In what area(s) was there not enough money budgeted?

   COMMENTS:

   --Funds were sufficient for type of program this year

   --Funds were insufficient for: food items, and non-related food items such as contact paper, foil, sacks, etc.

   --Funds not sufficient for food.

   --Not certain of budget for food items since purchasing was controlled by Billings

   --Health care insufficient

   --Need dentist

3. Was there any overexpenditures in any line item of your budget?

   No---5

   Yes---2 (Item No. 3011-611 and No. 2130-600)

4. If you were to cut back on staff, whre would you start? How many and in what areas?

   COMMENTS:

   --Bare to the bones as is

   --Cut nurse time

   --Half-time janitor

   --Shorter hours for assistant cook

--None-can't be done

--Further cuts would necessitate closing schools

--Program has been cut enough

5. Is there a need to limit the use of instructional films?

Yes---1

No---6

6. Do you feel you have adequate instructional materials for all your students? (Keep in mind what you have used, bought, and have in storage).

Yes---5

No---2

7. If additional materials are needed, in what areas would you require materials?

COMMENTS:

--Art supplies

--Easy books to read to children

--Science materials (2)

--Music materials

--Oral language materials

--Math materials

8. Were the pay periods adequate?

Yes---3

No---4

9. Should there be age requirements for volunteers at the projects?

Yes---7

No---0

Minimum Age: 16 years old (3)
18 years old (4)

10. Do you feel the need for pre-service and/or teacher and support staff workshops?

    Yes---6

    No---1

11. How often do you feel the Migrant Director should visit each site?

    COMMENTS:

    --At least once (2)

    --At least twice (5)

12. Regarding pre-service, or any additional in service during the programs operation, would you want to see the participation of presentors include directors, teachers, and consultants from the Migrant program?

    Yes---7

    No---0

13. Was the handbook for administrative services sufficient as a replacement for workshops?

    Yes---4

    No---3

14. Assess your use of time in regards to the following areas. What percent was spent on the following:

A.	Administrative duties	33%
B.	Working with teachers	34%
C.	Working with other staff members	28%
D.	Hosting visitors	4%
E.	Discipline	1%
F.	Other (indicate)	0%

15. What changes would you recommend in:

    A. Staffing

    COMMENTS:

    --None

    --Add music and P.E. (2)

    --Add music and more hours for recruiters

--Needs Records Clerk

--Need nurse and recruiter full time

--Instructional aides needed for each classroom

B. Schedule

COMMENTS:

--Nothing (5)

--Continue 5 day week

--July 4th cut-off

C. Subjects offered

COMMENTS:

--No change (3)

--Music and P.E. should be offered and taught by qualified people (4)

--Offer business course

16. Should there be more less or about the same social activities? (Dance, films, etc.) for students and parents?

More---1

Less---0

About the same---6

COMMENTS:

--One family night, as before

--One movie night

17. Briefly comment on the changes that have occurred in the program this year and which of these changes have or have not been beneficial for the program.

A. Six to five day week

Beneficial---6

Not beneficial---0

No response---1

B. No dental van

Beneficial---5

Not beneficial---1

No response---1

C. No specialists (music - P.E.)

Beneficial---1

Not beneficial---5

No response---1

D. No swimming

Beneficial---1

Not beneficial---5

No response---1

E. No bussed field trips

Beneficial---4

Not beneficial---2

No response---1

F. No secondary programs at Fromberg and Glendive

Beneficial---1

Not beneficial---1

No response---5

G. Reduction in recruiters time

Beneficial---3

Not beneficial---3

No response---1

H. Reduction in nurse's time

Beneficial---3

Not beneficial---3

No response---1

I. Health reductions

Beneficial---6

Not beneficial---0

No response---1

J. No MSRTS clerks

Beneficial---4

Not beneficial---3

K. Wages for personnel

Satisfactory---2

Too low---4

No response---1

L. Addition of bus aides

Beneficial---6

Not beneficial---0

No response---1

M. Food program

Beneficial---1

Not beneficial---5

No response---1

Directors recommendations:

--Reinstate music and P.E. instructors (4)

--Reinstate swimming (2)

--Cooks prepare own menu (5)

--Reinstate Records Clerk (3)

NURSE'S REPORT

1983 - ALL PROJECTS NURSE: Lois Wesiburger

I. PUPIL CONTACTS

	Total Number of Contacts
First Aid or Minor Inspection (burns, cuts, insect bites, etc. colds, sore throat)	
Serious Injury or Accidents	

II. ROUTINE SCREENINGS

	VISION	DENTAL	MEDICAL	AUDIO
A. Number screened	405	361	515	207
B. Number referred for professional care	19	19	55	1
C. Number receiving treatment	2	15	41	0
D. Number needing surgical treatment	1	1	3	0

III. MEDICAL AND/OR SURGICAL

A. Specific Conditions

Impetigo - 8
Pediculosis - 42
Pink Eye (conjunctivitis) - 2
Scabies - 0
Ringworms - 2
Pinworms - 0

B. Specific conditions not listed in A.

URI's - 8
Tonsilitis - 1
Pneumonia - 11
Gastroenteritis - 4
Otitis media - 9
Dermatitus
Monilial - 1
Pyloric Stenosis - 1
Chicken pox - 1
Boils & staph - 2
Diarrhea - 14

IV. IMMUNIZATIONS

	Primary Series	Boosters
DPT - 31	25	6
DT - 3	2	1
Polio - 27	24	3
Measles - 5	5	0
Mumps - 5	5	0
Rubella - 5	5	0
Mantous or TB skin tests - 11	11	0

TRANSPORTATION

In cases where the bus is traveling long distances, the project directors have the discretion to employ bus aides so as to eliminate excessive long days for a regular staff member.

There were no reported accidents or injuries in transporting students this summer.

TABLE 24

Site	Total Miles	Total Buses	A.D.A.
Billings Elementary	8,437.7	3	62
Fairview Elementary	8,873	3	93
Fromberg Elementary	5,631	2	55
Glendive Elementary	7,639	2	89
Hardin Elementary	3,391.1	3	41
Hysham Elementary	5,946.7	3	69
Billings Secondary	9,456.8	2	26
TOTAL	49,375.3	18	435

TABLE 20

EARLY CHILDHOOD DATA

COMPOSITE

ENROLLMENT

	START OF PROGRAM		MIDPOINT		END OF PROGRAM	
INFANTS	Total	41	Total	76	Total	40
	Mean	6.8	Mean	12.7	Mean	6.7
TODDLERS	Total	60	Total	93	Total	56
	Mean	10.	Mean	15.5	Mean	6.7
KINDERGARTEN	Total	54	Total	68	Total	40
	Mean	9.0	Mean	11.3	Mean	6.7

AIDES

Number Total 36

Number Mean 6.0

Bilingual Aides Total 13

Bilingual Aides Mean 2.2

TABLE 21

ATTENDANCE STATISTICS: 1983

PROJECT	Enrolled			ADA	Percentage of Attendance
	Elementary	Secondary	Total		
Billings Elementary	93		93	62	67%
Fairview Elementary	182	* 91	273	93	51%
Fromberg Elementary	112		112	55	49%
Glendive Elementary	124	* 67	191	89	72%
Hardin Elementary	76		76	41	53%
Hysham Elementary	100	* 30	130	69	69%
Billings Secondary		98	98	26	27%
TOTAL	687	286	973	435	

Mean percentage of attendance - elementary 60.2%

Mean percentage of attendance - secondary 38%

Mean percentage of attendance - all sites 55.4%

* No secondary site in 1982

TABLE 22

MONTANA MIGRANT CHILDREN'S EDUCATION PROGRAM
ENROLLMENT STATISTICS
(1975-1983)

Project	1975	1976	1977	1978	1979	1980	1981	1982	1983	Gain or loss from 1982
Billings Elementary	130	139	125	127	139	126	89	116	93	-23
Fairview Elementary	260	267	246	320	343	360	307	333	182	-151
Fromberg Elementary	116	86	94	82	87	95	136	133	112	-21
Glendive Elementary	113	126	83	170	102	101	142	135	124	-11
Hardin Elementary						82	65	61	76	+15
Hysham Elementary	114	86	103	115	160	128	150	148	130	-18
Terry Elementary	145	139	135	92	95	83				
Worden Elementary	98	87	75	54	31					
Billings Secondary		125	115	161	199	140	132	121	98	-23
Fairview Secondary	172	180	191	183	210	216	159	172	91	-91
Fromberg Secondary						75	90	88	0	-88
Glendive Secondary								108	67	-41
TOTAL	1148	1235	1167	1304	1367	1406+	1270	1415	973	-442

* + gain in enrollment; - loss in enrollment

NOTE: The 1982 season saw the deletion of the Fairview Secondary site and the addition of the Glendive Secondary site. The 1983 season saw the deletion of the Glendive and Fromberg Secondary sites.

TABLE 23

* TOTAL OUT-OF-STATE STAFF

Project	Consultants	Recruiters	Teachers	Aides
ELEMENTARY				
Billings	0	0	0	0
Fairview	0	1	1	2
Fromberg	0	1	2	0
Glendive	0	0	0	0
Hardin	0	1	1	0
Hysham	0	0	0	3
SECONDARY				
Billings	0	0	0	0
TOTAL	0	3	4	5

* States represented are:

Texas Utah Idaho North Dakota

TABLE 25

BILINGUAL TEACHERS AND AIDES

Project	Bilingual Teachers	Bilingual Aides	Other Bilingual Staff	Total Bilingual Staff
Billings Elementary	3	8	4	15
Fairview Elementary	1	3	5	9
Fromberg Elementary	2	1	1	4
Glendive Elementary	0	0	0	1
Hardin Elementary	1	1	1	3
Hysham Elementary	1	4	0	5
Billings Secondary	3	0	2	5
TOTAL	11	17	14	42

TABLE 26

MONTANA MCEP ENROLLMENT GRAPH